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ABSTRACT

The model described here is designed to serve as a method whereby a local school management/implementation team can implement career oriented education. It provides infusion strategies, materials, and staff development techniques through which The Education Service Center (ESC) staff trains and supports the Local Education Agency (LEA) team, which in turn works with the school district staff, students, and community to implement career oriented education. The model description package is divided into four parts. Part 1 contains an introduction and summary of the model's purpose, ESC and LEA role, and overview. Part 2 describes the model for use by the LEA. Part 3 describes the structured method for implementation by a school district. Part 4, the major portion of the package, is designed to categorize support elements for use in implementing the management/implementation model in a school district. It includes outlines, forms, descriptions, schedules, and other exhibits under the following headings: Overview of Model for Administrators, Team Selection and Training, LEA Staff Training by LEA Team, Classroom Implementation Activities, Scope and Sequence Activities, Renewal/Evaluation Activities (Forms), and Dissemination/Communication Activities (sample news releases, newsletters, etc.). (Three related volumes are teacher guides, supplementary documents and materials, containing instructions for implementation teams in the three phases of the program). (TA)

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ED130067

CAREER ORIENTED EDUCATION

MANAGEMENT/IMPLEMENTATION MODEL

EDUCATION SERVICE CENTER - REGION XVII

LUBBOCK, TEXAS

O. R. DOUGLAS, ED.D., EXECUTIVE DIRECTOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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MODEL DESCRIPTION PACKAGE

CE 008 382

ACKNOWLEDGMENTS

EDUCATION SERVICE CENTER - REGION XVII
CAREER EDUCATION COMMITTEE

Dr. O. R. Douglas, Executive Director — Chairman

Dr. Woodie Coleman, Director of Programs — Project Director

Travis Brown
Career Education Facilitator

David Cobb
Coordinator of Special Education

Dr. Weldon Day
Director of Planning, Evaluation and Research

Mrs. Billie Henderson
Consultant for the Media Division

Ray Lanier
Director of Fiscal and Contract Services

Mrs. Inez Moore
Director of Dissemination

Don Morrow
Coordinator of Guidance Services

Gerald Rogers
Director of Media and Technology

Mrs. Kathy Waldron
Secretary to Executive Director

Project Writing Committee:

O. R. Douglas, Ed.D., Chairman
Travis Brown
Woodie Coleman, Ed.D.
Weldon Day, Ed.D.
Don Morrow

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PART I

INTRODUCTION

A. PURPOSE: The purpose of the Education Service Center - Region XVII Management/Implementation Model for Career Oriented Education is to assist local school districts in the Region in the implementation of career oriented education.

DESIGN: The model is designed to serve as a method whereby a local school management/implementation team can implement career oriented education. Proven infusion strategies, materials, and staff development techniques are based on the experiences of the Service Center over a three year period, 1972-75, in transporting and replicating seven different school-based strategies, six of which were from out-of-state sites, to fourteen schools in Region XVII. The model provides for the Education Service Center (ESC) staff to train and support the Local Education Agency (LEA) team. The Team in turn works with the school district staff, students, and community to implement career oriented education.

CAREER ORIENTED EDUCATION DEFINED: For the purpose of this model, career oriented education is defined as the totality of experiences through which one learns about and prepares to engage in work as part of his/her way of living.

GOAL: The ESC goal is to utilize the model to assist LEA management/implementation teams in Region XVII to successfully implement comprehensive career oriented education prior to 1980.

OBJECTIVES: The ESC objectives of the model are:

1. A Career Oriented Education Management/Implementation Team from each of five (5) selected local school districts will successfully complete a three (3) day training package as measured by locally developed assessment instruments.

OBJECTIVES: (cont'd.)

2. Each trained Career Education Management/ Implementation Team will successfully install career oriented education within eight months in their respective local school districts, as measured by Local Project Site Survey Instruments.

3. Within two (2) years students in each local school district with successfully trained Career Oriented Education Management/Implementation Teams and teachers will show a significant mean gain in learner outcomes as measured by locally selected career oriented education assessment instruments.

B. ESC ROLE:

The ESC role in the model provides for:

1. initial training of the LEA management/implementation team
2. limited consultive assistance to the team during implementation
3. support to the team in evaluation and renewal activities.

C. LEA ROLE:

The LEA role provides three to five years for implementation of career oriented education with a commitment to:

1. training a management/implementation team
2. training teaching staff
3. providing appropriate budget
4. renewing and adapting through evaluation
5. disseminating to school, community and Region.

D. OVERVIEW OF THE MODEL:

Part I — INTRODUCTION - Part I contains an introduction and summary of the Model.

a. Purpose

(1). Design
(2). Career Oriented Education Defined
(3). Goal
(4). Objectives

b. ESC Role

c. LEA Role

d. Overview

Part II — MODEL DESCRIPTION - Part II describes the model for use by the LEA.

a. Purpose

(1). Philosophy
(2). Goal
(3). Objectives

b. Management/Implementation Team

(1). Minimum membership
(2). Organization
(3). Appointment
(4). Commitment
(5). Function
(6). Specific training

(a). Phase I: Readiness
(b). Phase II: Follow-Up
(c). Phase III: Implementation

c. Teaching Staff

(1). Phase I: Readiness
(2). Phase II: Follow-Up
(3). Phase III: Implementation

d. Implementation in the Classroom

(1). Continuation of classroom implementation
(2). Development and adaptation of additional curriculum topics

e. Scope and Sequence

(1). School district summary of basic learner outcomes
(2). Curriculum topics and learner outcome categories

f. Renewal

(1) Administration of data collection instruments (Part II, steps 1-7)
(2). Analyzation of data at end of each collection sample (Part II, step 8)
(3). Comparison of data with regional profile at end of each collection sample (Part II, step 10)
(4). Modification and/or adaptation at end of each collection sample (Part II, step 10)

g. Communication/Dissemination and Involvement

(1). Activities	When?
(a). Announcement of program	Early and Periodically
(b). Provision of school speakers	Periodically
(c). Identification and utilization of community resources	Coordinated and Regularly
(d). Involvement of parents, business and industry representatives	Periodically
(e). Provision of opportunity for visitation	Periodically
(f). Provision for community recognition of work experience programs	Periodically

(2). Methods

(a). Local press and media
(b). Management/Implementation Team Members
(c). Community Resource Handbook
(d). Planning and feedback
(e). School Visitation
(f). Local press and media

Part III STRUCTURED PROCEDURE - Part III describes the structured method for implementation by a school district.

a. Philosophy, Goal and Objectives (a checklist)

(1). Review of ESC model
(2). Commitment to use of the model
(3). Interagency Agreement
(4). Establish local philosophy, goal and objectives
(5). Board approval (optional)

b. Management/Implementation Team Selection and Training

(1). Team selection criteria
(2). Team orientation to model
(3). Select Career Education Coordinator
(4). Commitment to team training
(5). Training sessions:

(a). Phase I (two days)
(b). Phase II and Phase III (one day)

(6). Establish resource center(s)
(7). Define team roles and responsibilities

c. In-Service Training of Staff

(1). Phase I - by team (two days - ten hours)
(2). Phase II - by team (one day - five hours)
(3). Phase III - by team (two days - twelve hours)
(4). Recycling for new staff

d. Classroom Implementation

(1). Implementation of Topic # 1
(2). Implementation of Topic # 2
(3). Implementation of Topics developed
(4). Long-range implementation
(5). Documentation of curriculum implementation

e. Scope and Sequence

(1). Learner Outcomes Summary
(2). Curriculum Categories Summary
(3). Arrangements of topics developed

f. Renewal/Evaluation Process

(1). "Self Rating Checklist" - (Team)
(2). "Staff Inventory" - (Team)
(3). Local Project Site Survey - (Team)
(4). "Staff Inventory" - (Staff)
(5). Texas Career Education Series (Students 7-12)
(6). "Elementary Instrument" (Students K-6)
(7). Career Maturity Inventory (Students 7-12)
(8). Collect/Analyze Data, Modify approach

g. Communication/Dissemination/Involvement

(1). Faculty Communication and Commitment
(2). Community Involvement

(a). communications
(b). support
(c). involvement

(3). Publications (optional)

Part IV SUPPORT ELEMENTS: (Exhibits)

a. Overview of Model for Administrators

(1). Agenda
(2). Interagency agreement
(3). Philosophy, goal and objective statements
(4). Sample board policy statement
(5). Budget (cost estimates)

b. Team Selection and Training

(1). Team membership criteria for selection
(2). Career Education Coordinator characteristics
(3). Team training schedule (Phase I, II, and III)
(4). Resource centers (a description)
(5). Implementation time allotment schedule
(6). Media to support LEA staff training

c. LEA Staff Training by LEA Team

(1). Teacher Guide - (a training package)
(2). An outline of staff training activities
(3). ESC model (components)
(4). Sample staff training (time line)
(5). Sample Curriculum Infusion Outline

d. Classroom Implementation Activities

(1). Comprehensive curriculum topics (examples)
(2). Curriculum Infusion Format (basic structure)
(3). Topic Generation Activity (format)
(4). Community Resource File Questionnaire (example)
(5). Curriculum Infusion Record Form (documentation)
(6). ESC commercially prepared materials (support)

e. Scope and Sequence Activities

(1). Student Learner Outcome Summary (matrix)
(2). Curriculum Category Summary (matrix)

f. Renewal/Evaluation Activities (Forms)

(1). "Self Rating Checklists" (Team and Staff)
(2). "Staff Inventories" (Team and Staff)
(3). "Local Project Site Surveys" (Team)
(4). Texas Career Education Series - (students 7-12)
(5). "Elementary Instruments" (students K-6)
(6). Career Maturity Inventory (students 7-12 sampling)
(7). "Faculty Needs Assessment Inventory" (optional)
(8). Regional Profile (statistical data from ESC)

g. Dissemination/Communication Activities

(1). News releases (sample)
(2). Brochures (sample)
(3). Newsletters (sample)

PART II

MODEL DESCRIPTION (PRODUCT)

A. PURPOSE: Part II is designed to provide a minimum structured model for school districts to use in successfully organizing and implementing career oriented education.

PHILOSOPHY: Career oriented education developed in cooperation with the Region XVII model is described as:

1. school-based (operates under local district supervision)
2. comprehensive (at all grades, in all subjects and for all students K-12)
3. infused (complete curriculum infusion)
4. extensive (extends beyond the schools to the total community)
5. coordinated (tied in to the State Plan for Career Education and the Goals for Public Education)

GOAL: It is the goal of the school district to successfully implement career oriented education in all grades prior to 1980.

OBJECTIVES:

1. A Career Oriented Education Management/ Implementation Team will successfully complete a three (3) day training package, as measured by locally developed assessment instruments.
2. The trained Career Education Management/ Implementation Team and teaching staff will successfully install career oriented education in the district within eight (8) months, as measured by Local Project Site Survey Instruments.
3. Within two (2) years students in the district will show a significant mean gain in learner outcomes as measured by locally selected career education assessment instruments.

B. MANAGEMENT/ IMPLEMENTATION TEAM:

The model emphasizes the use of a LEA Management/ Implementation Team. The structure and functions of this team are as follows:

1. Minimum membership:

   a. superintendent, chairman

   b. all principals [in buildings implementing career education]

   c. career education coordinator

   d. director of instruction/supervisor [if appropriate]

   e. counselor [if appropriate]

   f. director/coordinator of vocational programs [if appropriate]

   g. one elementary teacher

   h. one junior high (middle school) teacher

   i. one high school teacher

2. Organization: Depending on the size of the school, the chairman (superintendent) may designate a member of the committee as director to assist him in day-to-day operation of the project. Either an employed secretary or a member of the team is designated to record and document activities of the team, staff, and students.

3. Appointment: The management/implementation team is appointed by the superintendent of schools. The appointment may be ratified by the Board of Education.

4. Commitment: The superintendent and management/ implementation team accepts the responsibility for implementing the model in the school district, for coordinating and supervising the activities, for evaluating the results, and for disseminating results to the school, community and Region.

MANAGEMENT/ IMPLEMENTATION TEAM (cont'd.)

5. Function: To fulfill the commitment, the management/implementation team functions by:

   a. utilizing the ESC-Region XVII model

   b. determining school budget and operational procedures

   c. receiving specific orientation and training provided by the ESC in the management/ implementation model

   d. organizing the team for effectiveness

   e. planning and scheduling specific training of staff and activities for students for a three to five year period

   f. providing for the establishment of a resource center

   g. evaluating the program

   h. disseminating information to school, community and Region

   i. providing for typing of curriculum topics as developed.

6. Specific Training:

Phase I: (Readiness)

SECTION	ACTIVITY	TIME ALLOTMENT
A	Orientation & Overview	60 min.
B	Career Oriented Education Components	60 min.
C	Occupational Resources	30 min.
D	Utilizing Resource Persons	20 min.
E	Effective Use of Field Trips	50 min.
F	Student Needs Assessment	120 min.
G	Curriculum Infusion Format	120 min.
H	Career Oriented Education Implementation	120 min.

TOTAL: 9 3/4 hours in 2 days

Phase II (Follow-Up) and Phase III (Implementation):

SECTION	ACTIVITY	TIME ALLOTMENT
--	Model Description Package	90 min.
I	Sharing (Feedback Session)	10 min.
J	Resources & Materials	20 min.
K	Community Resource Handbook	10 min.
L	Curriculum Development Overview	10 min.
M	Objectives Writing	60 min.
N	Documentation of Curriculum Topics	15 min.
O	Comprehensive Curriculum Writing	150 min.
	TOTAL :	6 hours in 1 day

C. TEACHING STAFF:

Following section H of the management/implementation team training, the teaching staff can be trained by the LEA team according to the following schedule:

Phase I: (Readiness)

SECTION	ACTIVITY	TIME ALLOTMENT
A	Orientation & Overview	60 min.
B	Career Oriented Education Components	60 min.
C	Occupational Resources	30 min.
D	Utilizing Resource Persons	20 min.
E	Effective Use of Field Trips	50 min.
F	Student Needs Assessment	120 min.
G	Curriculum Infusion Format	120 min.
H	Career Oriented Education Implementation	120 min.
	TOTAL:	9 3/4 hours in 2 days

Phase II: (Follow-Up)

SECTION	ACTIVITY	TIME ALLOTMENT
I	Sharing (Feedback Session)	60 min.
J	Resources & Materials	120 min.
K	Community Resource Handbook	120 min.

TOTAL: 5 hours in 1 day

Phase III: (Implementation)

SECTION	ACTIVITY	TIME ALLOTMENT
L	Curriculum Development Overview	40 min.
M	Objectives Writing	60 min.
N	Documentation of Curriculum Topics	15 min.
O	Comprehensive Curriculum Writing	600 min.

TOTAL: 12 hours in 2 days

D. IMPLEMENTATION IN THE CLASSROOM: Following day three of the staff training (Section K), classroom implementation should be continued through selection and adaptation of new topic(s). Following day five of the staff training (Section O), additional curriculum topics should be developed and adapted for implementation during the remainder of the school year. If the district decides, other curriculum topics can be developed and prepared for implementation the following year(s).

E. SCOPE AND SEQUENCE:

Scope and sequence will be established by using one or both of the following:

1. Instrument # 3 in the Teacher Guide (p.111)

2. Arranging existing identified curriculum topics into learner outcome categories in the Teacher Guide (p.236).

Scope and sequence coordination is the responsibility of the Local Education Agency Management/Implementation team.

F. RENEWAL:

The following steps will be used in providing information for the management/implementation team to use in the evaluation/renewal process:

STEPS	ACTIVITY	DATE
1	Administer "Self Rating Checklist" to Management/Implementation Team	at end of training
2	Administer Post "Staff Inventory" to teaching staff	at end of training
3	Administer "Local Project Site Survey" to Management/Implementation Team	within eight months after teachers are trained by management/ implementation team
4	Administer Post "Staff Inventory" to teaching staff	at end of five day training
5	Administer Post "Texas Career Education Series Assessment Instrument" to secondary students	at the end of two years
6	Administer Post "Elementary Instrument" to students K-6	at the end of two years
7	Administer Post Career Maturity Inventory (CMI) to a 5 percent stratified sample of secondary students (cognitive and attitude scales)	at the end of two years

8	Analyze data	at end of each data collection sample
9	Compare data with regional profile	at end of each data collection sample
10	Modify and/or adapt as appropriate	at end of each data collection sample

G. COMMUNICATION DISSEMINATION & INVOLVEMENT:

The model provides for the following activities which may be used in seeking school, home, and community support through communication, dissemination and involvement:

ACTIVITY	METHOD	DATE(S)
--Announce program to community	by local press and media	early and periodically
--Provide school speakers to clubs	by Management/ Implementation Team members	periodically
--Identify and utilize community resources	by development of Community Resource Handbook	coordinated and regularly
--Involve parents/ business and industry representatives	through planning and feedback	periodically (parent night)
--Provide opportunity for visitors	by school visitation	periodically (parent night)
--Provide for community recognition of work experience programs	by local press and media	periodically

PART III
STRUCTURED PROCEDURE
(IMPLEMENTATION PROCESS)

Part III is designed to provide a structural procedure whereby the model can be implemented in a school district. It is intended to function as a checklist for the LEA Management/Implementation Team, but not necessarily in a chronological order. Some activities occur concurrently while others are longe range.

(CHECKLIST FOR THE MANAGEMENT/IMPLEMENTATION TEAM

(✓) when the step has been completed.

A. _____1.00 Philosophy, Goal and Objectives for Career Oriented Education

Step	Activity	Time Est.	Date Initiated	Date Completed
_____1.10	Administration Review of ESC Model	90 min.		
_____1.20	Commitment to implement Model	30 min.		
_____1.30	Sign Interagency Agreement-ESC/LEA	15 min.		
_____1.40	Establish Goals and Objectives	60 min.		
_____1.50	Secure Board approval (optional)	30 min.		

B. _____2.00 Management/Implementation Team Selection and Training

Step	Activity	Time Est.	Date Initiated	Date Completed
_____2.10	Select Management/Implementation Team	7-10 days		
_____2.20	Team Review ESC Model	60 min.		
_____2.30	Select Career Education Coordinator	?		
_____2.40	Establish Target Dates	60 min.		
_____2.50	Commitment and Arrangements for Team Training	2 hours		
_____2.60	Secure Substitutes (as needed)	30 min.		
_____2.70	Training Sessions:			
	Phase I	2 days		
	Phase II and Phase III	1 day		
_____2.80	Establish building resource center(s)	?		
_____2.90	Define roles and responsibilities for all team members	2 hours		

(√) when the step has been completed.

C. _____3.00 In-Service Training of Teaching Staff

Step	Activity	Time Est.	Date Initiated	Date Completed
_____3.10	Phase I Training	10 hours (2 days)		
_____3.20	Phase II Training	5 hours (1 day)		
_____3.30	Phase III Training	12 hours (2 days)		
_____3.40	Topic Generation and Development	various		
_____3.50	Continue Topic Development and Implementation	continuous		
_____3.60	Training of new staff	yearly		

D. _____4.00 Classroom Implementation

Step	Activity	Time Est.	Date Initiated	Date Completed
_____4.10	Adaptation and Implementation Topic # 1	4-6 weeks		
_____4.20	Adaptation and Implementation Topic # 2	4-6 weeks		
_____4.30	Implementation of topics developed	4-6 weeks		
_____4.40	Implementation of additional topics	4-6 weeks		
_____4.50	Documentation of topics developed	4-6 weeks		

E. _____5.00 Scope and Sequence

Step	Activity	Time Est.	Date Initiated	Date Completed
_____5.10	Learner Outcomes Summary	2 hours		
_____5.20	Curriculum Categories Summary	1 hour		
_____5.30	Arrange K-12 Topics	4-6 weeks		
_____5.40	General Coordination	long range		

(✓) when the step has been completed.

F. _____6.00 Renewal/Evaluation Process

Step	Activity	Time Est.	Date Initiated	Date Completed
_____6.10	Self-Rating Checklist	20 min.	(end of training)	
_____6.20	Staff Inventory	25 min	(end of training)	
_____6.30	(Team) Local Project Site Survey	20 min.	(within 8 months)	
_____6.40	Texas Career Education Series (students 7-12)	1 hour	(end of 2nd year)	
_____6.50	"Elementary Instrument" (students K-6)	30 min.	(end of 2nd year)	
_____6.60	Career Maturity Inventory (students 7-12) (5 % sample)	1 hour	(end of 2nd year)	
_____6.70	Analyze Data	2-3 weeks		
_____6.80	Modify and/or adapt	3-4 weeks		

G. _____7.00 Communication/Dissemination/Involvement

Step	Activity	Time Est.	Date Initiated	Date Completed
_____7.10	Communicate Plans to Faculty	1-2 weeks		
_____7.20	Conduct Faculty Needs Inventory (optional)	1-2 weeks		
_____7.30	Secure Faculty Commitment	1-2 weeks		
_____7.40	Announce Plan to Community	early		
_____7.50	Provide resource team-community	various		
_____7.60	Identify and utilize community resources	early and continuous		
_____7.70	Involve Parents	planned		
_____7.80	Dissemination (various)	specific and continuous		

PART IV
SUPPORT ELEMENTS
(TOOLS)

Part IV is designed to categorize support elements for use in implementing the management/implementation model in a school district.

A. Exhibits to strengthen LEA working philosophy, goal and objectives

1. Agenda for initial meeting with school administrators
2. Interagency Agreement (LEA/ESC)
3. Copy of philosophy, goal and objectives for adoption
4. Sample board policy statement (optional)
5. Cost estimates (budget)

B. Exhibits to assist in team selection and training

1. Minimum team membership criteria
2. Career Education Coordinator characteristics
3. Sample schedule for team training - Phase I, II, and III
4. Examples of materials to include in Resource Center
5. Sample time line for training and implementation - long-range
6. List of media to support training package (transparencies and slide/tapes)

C. Exhibits for strengthening LEA staff training

1. Teacher Guide for each teacher - (ESC model)
2. Sample agenda for staff training by LEA team (an outline)
3. Career Education Program Components (model)
4. Sample schedule for staff training (time line)
5. Sample Curriculum Infusion outline (p. 165 in the Teacher Guide)

D. Exhibits to assist in classroom implementation

1. Example of Comprehensive Curriculum topics available
2. Curriculum Infusion Format (p. 113 in the Teacher Guide)
3. Topic Generation Activity (p. 234 in the Teacher Guide)
4. Community Resource File Questionnaire (page 94 Teacher Guide)
5. Curriculum Infusion Record Form (p. 164 in the Teacher Guide)
6. Commercially prepared materials (see ESC catalogs)

E. Exhibits to enhance Scope and Sequence activities

1. Student Learner Outcome Summary (p. 111 in the Teacher Guide)
2. Curriculum Category Summary (p. 236 in the Teacher Guide)

F. Exhibits to strengthen the Renewal/Evaluation Process

1. Team "Self Rating Checklist"
2. Team and district "Staff Inventory"
3. Team "Local Project Site Survey"
4. Sample from Texas Career Education Series (7-12) students
5. Sample "Elementary Instrument" - students
6. Sample from Career Maturity Inventory (CMI) students 7-12
7. Faculty Needs Assessment Inventory (optional)
8. Sample of previous Regional Statistical Profile .

G. Exhibits of Dissemination/Communication documents

1. Sample news release
2. ESC Brochure (handout)
3. Sample newsletter stories (display)

EDUCATION SERVICE CENTER - REGION XVII

CAREER ORIENTED EDUCATION

GLOSSARY

BASIC LEARNER OUTCOMES

The Texas Education Agency has published a document entitled "Basic Learner Outcomes for Career Education" which lists 177 learner outcomes. These outcomes attempt to define career education in terms of the skills and characteristics a 17 year old high school student should have in order to successfully enter and participate in the world of work. The 177 learner outcomes are grouped under the following nine basic categories:

1. Career Planning and Decision-Making
2. Career and Occupational Information
3. Job Acquisition and Retention
4. Attitudes and Appreciation for Career Success
5. Skills in Human Relationships for Careers
6. Self-Investigation and Evaluation for Career Success
7. Personal/Work/Societal Responsibilities
8. Economic Factors Influence Career Opportunity
9. Education/Career Opportunity Relationships

Specific elements of the Goals for Public Education in Texas are incorporated into the categories. These outcomes are an integral part of the curriculum in this model.

CAREER MATURITY INVENTORY

A standardized assessment instrument designed to measure the maturity of secondary level students' attitudes and competencies that are critical to realistic career decision-making. The Career Maturity Inventory is used as a measure of statistical gain in the model.

CAREER ORIENTED EDUCATION

As used in this model, Career Oriented Education refers to the totality of experiences through which one learns about and prepares to engage in work as part of his/her way of living. In this model Career Oriented Education has three stages of development according to the specific emphasis at various grade levels:

1. Awareness: Elementary (K-6)
2. Orientation and Exploration: Junior High (7-9)
3. Exploration and Preparation: High School (10-12).

Career Oriented Education involves an infusion process incorporating seven (7) basic components at all grade levels. The components are:

1. subject content tie-in
2. manipulative "hands on" activities

3. resource persons
4. field trips
5. role playing
6. guidance
7. career information.

At all grade levels these components are concurrent, overlapping, and follow no specific sequence when infused into the existing curriculum. There are shifts of emphasis in the components as instruction progresses from the elementary to the secondary level.

IMPLEMENTATION

In this model implementation refers to the actual use of career oriented education topics in the classroom.

INFUSION

In this model infusion refers to the process whereby content in the existing curriculum is adapted or modified through structured procedures so that it becomes career oriented. This infusion process is the essential implementation vehicle for this model.

RESOURCE CENTER

Implementation can be facilitated in this model if instructional personnel have ready access to a basic collection of reference (resource) materials. This collection includes materials which can be used for reference and/or instruction. Examples of such items are:

1. Occupational Outlook Handbook
2. Listings of Instructional Materials such as audio tapes, books, films, filmstrips, transparencies and multi-media kits

Resource center facilities may be in a central location (library) and/or centers of teacher preparation activities (workroom).

SCHOOL-BASED

Refers to the central arena in which career oriented education is implemented. In this model the major developments in the teaching-learning process will occur in the school or will be school initiated. This is in contrast to other career education models such as the Community-Based model. However, school-based models do not exclude the use of elements from other models such as the use of community resources to achieve implementation.

SCOPE AND SEQUENCE

Refers to the manner in which curriculum content is organized for instruction. In this model, it refers to the identification of what is being taught at each grade level and its relationship to career oriented education i.e. basic learner outcomes and the seven components. A functional scope and sequence can be obtained through a student needs assessment, identification of curriculum topics, and development of career oriented education topics.

TEXAS CAREER EDUCATION SERIES

The Texas Career Education Series is a criterion referenced assessment system developed by the Westinghouse Learning Corporation for the Texas Education Agency and Partners in Career Education. The series is designed to measure the proficiency of individual students and groups of students, grades 7-12, in the basic learner outcomes. The series is used in the model to collect data from which programmatic decisions can be made by the management/implementation team and others.

TEXAS STATE PLAN FOR CAREER EDUCATION

A six point plan designed to make career education an integral part of Texas public school programs by 1980, the Texas State Plan for Career Education was approved by the State Board of Education on June 14, 1975. The plan sets an interim goal of 50 percent coverage state-wide by 1977-78.

The six points (objectives) of the plan are:

1. support of parents and the community
2. assessment of student needs
3. district career education management systems
4. new career-oriented curricula
5. increased ability of teachers to relate career education to the academic subjects
6. strengthened guidance services.

The Career Oriented Education Management/Implementation Model addresses each of these objectives.

EXHIBITS

Exhibit A_1

EDUCATION SERVICE CENTER - REGION XVII

CAREER ORIENTED EDUCATION

MANAGEMENT/IMPLEMENTATION MODEL

DISCUSSION AGENDA

I. Career Education Network - An Invitation (Superintendent and Building Principals)

   A. Career Education Implementation - "A Shift of Emphasis"

      1. Transportation of Strategies (1972-74)
      2. Management/Implementation Model (1975 -)

   B. Local Education Agency Role and Commitment

   C. Education Service Center Role and Commitment

II. Local Education Agency Decision

   A. Acceptance for Current Year

   B. Decline until later

III. Management/Implementation Team Membership

IV. Team and Staff Training

   A. Team trained by Education Service Center (3 days)

   B. Staff trained by Local Education Agency (5 days)

   C. Long range Local Education Agency follow-up Capability (3 - 5 years)

V. Budget

   A. Duplication Costs

   B. Teacher Notebooks

   C. Documentation Activities

   D. Resource Center Materials

Exhibit A_2

INTERAGENCY COOPERATIVE AGREEMENT
FOR
CAREER EDUCATION PILOT SCHOOL PROGRAM

THIS AGREEMENT is entered into by and between the agencies shown below as Contracting Parties for the school year September 1, 1975 - July 31, 1976:

I. CONTRACTING PARTIES:

Sponsor: Education Service Center - Region XVII

Local Education Agency: _____

II. STATEMENT OF SERVICES TO BE PERFORMED:

Through resources including an ESEA Title III Grant, the Region XVII Education Service Center and the above named local education agency agree to enter into the implementation of a pilot Career Education Program as follows:

Role of the Education Service Center

1. Provide three day (22 hour) training of LEA team.
2. Develop the Training Package.
3. Duplicate (at cost) the Training Package for all team members.
4. Duplicate (if desired) the Teacher Guide from the Training Package for staff (at cost).
5. Provide special training (on-going) for Career Education Coordinators.
6. Devote portion of ESC budget to support Career Education activities (ESC staff, facilities, etc.).
7. Compile Comprehensive Curriculum Topics to be shared (at cost of duplication) to Regional network schools.
8. Continue dissemination efforts (brochures, newsletters, etc.).
9. Provide reimbursement (75-76) for substitute teachers for classroom teachers on the LEA management/implementation team (limit 3 per district).

Role of the Local Education Agency:

1. Select a Management/Implementation Team.
2. Name a Career Education Coordinator (K-12).
3. Devote time for team training (22 hours in three days).
4. Provide budget for training and curriculum development (duplication and packaging costs).
5. Designate five (5) days of in-service time for LEA Team Training of teaching staff.

Role of the Local Education Agency: (continued)

6. Provide time (three days annually) for Career Education Coordinators to be given specific support and training.
7. Share curriculum with ESC for Regional data bank.
8. Continued dissemination support.
9. Provide space and materials for a Career Education Resource Center.
10. Provide evaluation data for process and product evaluation.

III. The Local Education Agency and the Education Service Center - Region XVII representatives enter into the above described agreement for 1973-74

Local Education Agency	Education Service Center
BY: Authorized Signature	BY: Authorized Signature
Title	Title
Date	Date
LEA Contact Person	ESC Contact Person

Exhibit A_3

SCHOOL PHILOSOPHY, GOAL AND OBJECTIVES

CAREER ORIENTED EDUCATION

1975-76

PHILOSOPHY: Career oriented education developed in cooperation with the Region XVII model is described as:

1. school-based (operates under local district supervision)
2. comprehensive (at all grades, in all subjects and for all students K - 12)
3. infused (complete curriculum infusion)
4. extensive (extends beyond the schools to the total community)
5. coordinated (tied in to the State Plan for Career Education and the Goals for Public Education)

GOAL: It is the goal of the school district to successfully implement career oriented education in all grades prior to 1980.

OBJECTIVES:

1. A Career Oriented Education Management/ Implementation Team will successfully complete a three (3) day training package, as measured by locally developed assessment instruments.
2. The trained Career Education Management/ Implementation Team will successfully install career oriented education in the district within eight (8) months, as measured by Local Project Site Survey Instruments.
3. Within two (2) years students in the district will show a significant mean gain in learner outcomes as measured by locally selected career education assessment instruments.

_____ _____

Superintendent's Signature School District

_____

Date

Exhibit A_4

SAMPLE SCHOOL BOARD POLICY

Ref: Career Oriented Education

4200 COMPREHENSIVE INSTRUCTION

*[The Superintendent of Schools will have responsibility for organizing and administering the staff to support this policy.]

4210 Curriculum General

. . . . . .

4211 The curriculum shall provide for elements mandated by law.

4212 The curriculum shall provide for elements mandated by policies of the State Board of Education.

4213 The curriculum will support Goals for Public Education in Texas adopted by the State Board of Education October 3, 1970 and revised April 14, 1973.

4213.1 Student Development

. . . . . .

4213.11 Intellectual Discipline

. . . . . .

**4213.12 Economic and Occupational Competence

The proper relationship between the subject content taught and the world of work will be emphasized in an organized plan.

*[The Superintendent of Schools will have responsibility for organizing and administering the staff to support this policy.]

*This statement may be placed under the overall policy for "Comprehensive Instruction" or for the more narrow policy on "Career Oriented Education".

**This illustrates a policy on "Career Oriented Education" as it might appear in an overall policy of "Comprehensive Instruction".

Exhibit A_5

CAREER EDUCATION NETWORK SCHOOL

COST ESTIMATES

1975 - 1976

ESTIMATE	ACTIVITY
none	1. Release Time - 5 days - for In-service (Total Staff)
$2.50 per teacher	2. Teacher 3-ring notebooks - (for curriculum infusion materials)
$5.00 per teacher	3. Duplication of Teacher Curriculum Infusion Materials
$0 - $_____	4. Transportation allowance for field trips
$1.00 per teacher	5. Community Resource Handbook
$1.00 - $5.00 per teacher	6. Curriculum Development A. Typing B. Duplication
$50.00 per building	7. Materials Resource Center

$12.50 per teacher + $50.00 per building

Exhibit B_1

LOCAL EDUCATION AGENCY CAREER EDUCATION

MANAGEMENT/IMPLEMENTATION TEAM MEMBERSHIP

1975 - 1976

MINIMUM MEMBERSHIP:

1. Superintendent, chairman
2. All Principals [in buildings implementing Career Education]
3. Career Education Coordinator
4. Director of Instruction/Supervisor [if appropriate]
5. Counselor [if appropriate]
6. Director/Coordinator of Vocational Programs [if appropriate]
7. One elementary teacher
8. One junior high (middle school) teacher
9. One high school teacher

Exhibit B_2

LOCAL EDUCATION AGENCY

CAREER EDUCATION COORDINATORS

Selection Characteristics:

1. Relates well with students and teachers at all levels (K-12)
2. Has or will be given release time to coordinate career education activities
3. Relates well to administrators
4. Is willing to and capable of serving as a resource person to teachers in career related activities
5. Relates well to parents, community, business and industry personnel
6. Is receptive to new ideas
7. Is willing to go "beyond the call of duty" to receive additional training and become a better resource person to teachers
8. Willing to share information and ideas.
9. Is a good organizer
10. Plans well and follows through on plans

Exhibit B_3

EDUCATION SERVICE CENTER - REGION XVII

CAREER ORIENTED EDUCATION
MANAGEMENT/IMPLEMENTATION MODEL
INITIAL TRAINING SESSION

PHASE ONE

Tuesday, September 23, 1975, 9:00 a.m. - 4:30 p.m.

-Registration and Coffee, Arnett Room	
-ESC Career Oriented Management/Implementation Model Overview and Introduction	O.R. Douglas
-LEA Career Oriented Management/Implementation Model Overview and Introduction	Woodie Coleman
-Break	
-An Overview of Career Education (Section "A")	David Cobb
-Career Oriented Education Components (Section "B")	Travis Brown
-Lunch	
-Complete Career Oriented Education Components	Travis Brown/ Woodie Coleman
-Occupational Resources (Section "C")	Travis Brown
-Utilizing Resource Persons (Section "D")	Travis Brown
-Break	
-Effective Use of Field Trips (Section "E")	Travis Brown
-Follow-Up of Sections "C", "D", and "E"	Travis Brown
-Short Break	
-Introduction to Student Needs Assessment (Section "F")	Woodie Coleman
-Summary and Review of Day One Activities	O.R. Douglas and ESC Staff
-Adjourn	

Wednesday, September 24, 1975, 9:00 a.m. - 4:30 p.m.

-Registration and Coffee, Arnett Room	
-Student Needs Assessment (Completion)	Woodie Coleman
-Break	
-Career Oriented Education Infusion Activities (Section "G")	Woodie Coleman/ Travis Brown
-Lunch	
-Completion of Infusion Activities	Woodie Coleman/ Travis Brown
-Implementation Activities (Section "H")	Woodie Coleman/ Travis Brown
-Phase I Review and Feedback	ESC Staff and Participants
-What's Ahead? Plan Follow-Up Training Session	ESC Staff and Participants

PHASES II AND III

SECTION	ACTIVITY	TIME ALLOTMENT
--	Model Description Package	90 min.
I	Sharing (Feedback Session)	10 min.
J	Resources and Materials	20 min.
K	Community Resource Handbook	10 min.
L	Curriculum Development Overview	10 min.
M	Objectives Writing	60 min.
N	Documentation of Curriculum Topics	15 min.
O	Comprehensive Curriculum Writing	150 min.
	TOTAL	6 hours in 1 day

Exhibit B_4

EDUCATION SERVICE CENTER
CURRICULUM TOPICS

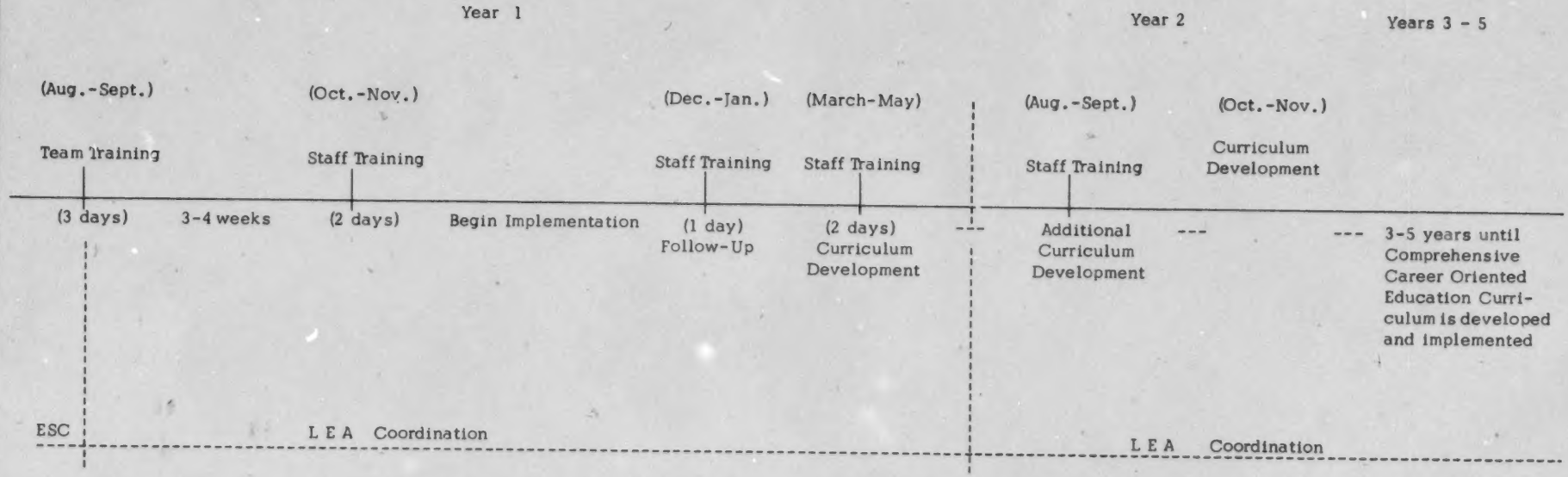
GRADE LEVEL	CURRICULUM TOPIC
1. K - 1	Careers in Food Services
2. K - 1	The School
3. K - 2	The Post Office
4. K - 2	What Does My Family Do All Day?
5. K - 3	Plants
6. K - 3	Community Helpers
7. K - 3	Dentistry
8. 3	Introduction to the Restaurant
9. 3	Transportation: The Trucking Industry
10. 4	Banking
11. 4, 5 & 6	Conservation: Environmental Careers
12. 4, 5 & 6	Animals (Birds, Reptiles, Amphibians, Mammals, Fish)
13. 4, 5 & 6	Botany: Plant and Environmental Careers
14. 4, 5 & 6	Leisure and Sports
15. 5 & 6	Construction: Careers in Building
16. 5 & 6	Television: Careers in Communication
17. 5 & 6	Newspaper: Careers in Mass Media
18. 5	Protective Services
19. 5	Semi-Skilled Services
20. 7	Careers in Science - How Scientists Work (Investigations)
21. 7 & 8	An Introduction to Career Opportunities in City Government Services
22. 7 & 8	Communication Skills and Career Education
23. 7 - 9	Is a Career in Commercial Art for Me?
24. 7 - 12	French
25. 7 - 12	Spanish
26. 8 & 9	Are Metrics in Careers?
27. 9	Careers in Math (percentages)
28. 9	Careers in Music

ADDITIONAL CURRICULUM RESOURCES

- Occupational Outlook Handbooks
- Comprehensive Career Education Materials from: Cobb County, Georgia
  Washington County, Maryland
  West Georgia College

- Education Service Center Media Catalog
- Education Service Center Guidance Library Catalog
- Education Service Center Special Education Instructional Materials Catalog

Exhibit B5


Year 1
Year 2
Years 3 - 5
(Aug.-Sept.)
(Oct.-Nov.)
(Dec.-Jan.)
(March-May)
(Aug.-Sept.)
(Oct.-Nov.)
Team Training
Staff Training
Staff Training
Staff Training
Staff Training
Curriculum Development
(3 days)
3-4 weeks
(2 days)
Begin Implementation
(1 day) Follow-Up
(2 days) Curriculum Development
Additional Curriculum Development

3-5 years until Comprehensive Career Oriented Education Curriculum is developed and implemented
ESC
L E A Coordination
L E A Coordination

Exhibit B_6

EDUCATION SERVICE CENTER - REGION XVII
CAREER ORIENTED EDUCATION
MANAGEMENT/IMPLEMENTATION MODEL
TRANSPARENCIES

SECTION A

Activity	4b	(#1)
	4b	(#2)
	4b	(#3)
	4b	(#4)
	4b	(#5)
	4b	(#6)
	4b	(#7)
	4b	(#8)
	4b	(#9)
Activity	5	(#1)

SECTION B

Activity	2	(#1)
	2	(#2)
	2	(#3)
	2	(#4)
	2	(#5)
	2	(#6)
	2	(#7)
	2	(#8)
Activity	3	(#1)
	3	(#2)
	3	(#3)
	3	(#4)

SECTION C

Activity	1	(#1)
Activity	3	(#1)
	3	(#2)
	3	(#3)
	3	(#4)
	3	(#5)
	3	(#6)
	3	(#7)
	3	(#8)
	3	(#9)
	3	(#10)
	3	(#11)
	3	(#12)
	3	(#13)
	3	(#14)

SECTION D

Activity	7	(#1)
	7	(#2)
	7	(#3)
	7	(#4)
	7	(#5)
	7	(#6)
	7	(#7)
	7	(#8)
	7	(#9)
	7	(#10)
	7	(#11)
	7	(#12)

SECTION E - NONE

SECTION F

Activity	2	(#1)
	2	(#2)
	2	(#3)
	2	(#4)
	2	(#5)
	2	(#6)
	2	(#7)
	2	(#8)
	2	(#9)
	2	(#10)

SECTION G

Activity	2	(#1)
	2	(#2)

SECTION H - NONE

SECTION I - NONE

SECTION J - NONE

SECTION K - NONE

SECTION L - NONE

TRANSPARENCIES (Continued)

SECTION M

Activity 1 (#1)
1 (#2)
1 (#3)

SLIDE/TAPES

SECTION B

Career Oriented Education Components, a slide/tape presentation (6 minutes)

SECTION C

Bulletin Boards, a slide presentation with script, not tape (7 - 8 minutes)

SECTION F

Texas Education Agency Outcomes, a slide/tape presentation (6 - 7 minutes)

Exhibit C_1

Teacher Guide is provided for each participant (see Teacher Guide)

Exhibit C_2

Following section H of the management/implementation team training, the teaching staff can be trained by the LEA team according to the following schedule:

Phase I: (Readiness)

SECTION	ACTIVITY	TIME ALLOTMENT
A	Orientation & Overview	60 min.
B	Career Oriented Education Components	60 min.
C	Occupational Resources	30 min.
D	Utilizing Resource Persons	20 min.
E	Effective Use of Field Trips	50 min.
F	Student Needs Assessment	120 min.
G	Curriculum Infusion Format	120 min.
H	Career Oriented Education Implementation	120 min.
	TOTAL:	9 3/4 hours in 2 days

Phase II: (Follow-Up)

SECTION	ACTIVITY	TIME ALLOTMENT
I	Sharing (Feedback Session)	60 min.
J	Resources & Materials	120 min.
K	Community Resource Handbook	120 min.
	TOTAL:	5 hours in 1 day

Phase III: (Implementation)

SECTION	ACTIVITY	TIME ALLOTMENT
L	Curriculum Development Overview	40 min.
M	Objectives Writing	60 min.
N	Documentation of Curriculum Topics	15 min.
O	Comprehensive Curriculum Writing	600 min.
	TOTAL:	12 hours in 2 days

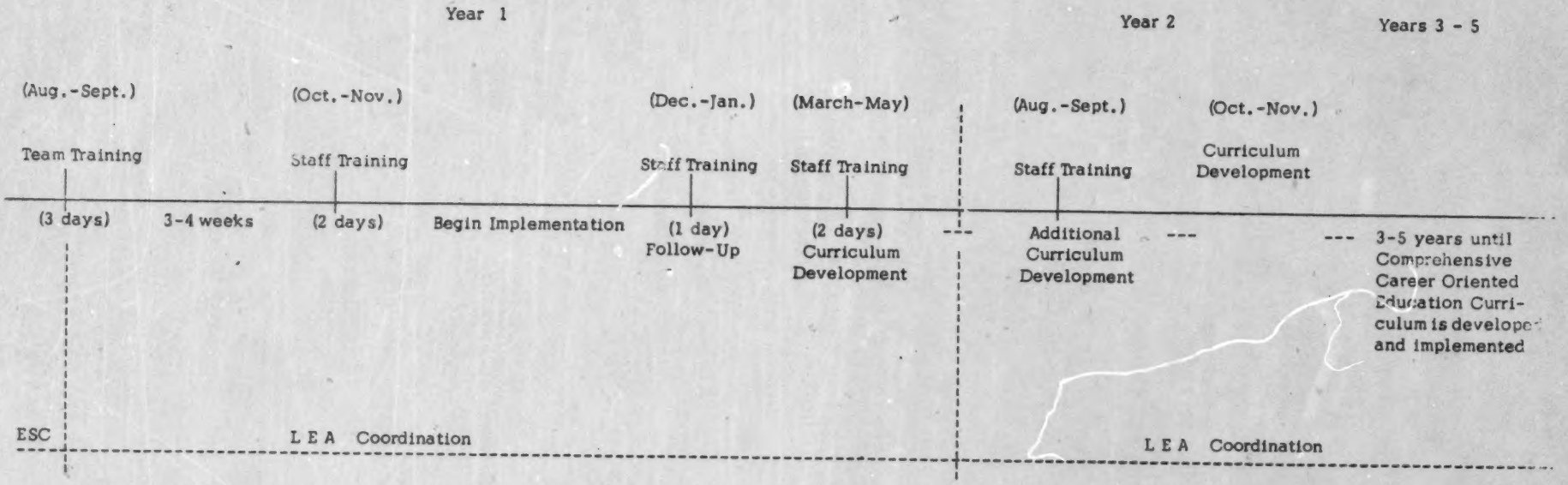
Exhibit C_3

CAREER ORIENTED EDUCATION

COMPONENTS

1. subject content tie-in
2. manipulative "hands on" activities
3. resource persons
4. field trips
5. role playing
6. guidance
7. career information

Exhibit C_4


Year 1
Year 2
Years 3 - 5
(Aug.-Sept.)
(Oct.-Nov.)
(Dec.-Jan.)
(March-May)
(Aug.-Sept.)
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Team Training
Staff Training
Staff Training
Staff Training
Staff Training
Curriculum Development
(3 days)
3-4 weeks
(2 days)
Begin Implementation
(1 day) Follow-Up
(2 days) Curriculum Development
Additional Curriculum Development
3-5 years until Comprehensive Career Oriented Education Curriculum is developed and implemented
ESC
L E A Coordination
L E A Coordination

Exhibit C_5

CAREER ORIENTED EDUCATION CURRICULUM INFUSION OUTLINE

TITLE: _____

GRADE LEVEL: _____

INTRODUCTION

I. Goals, Objectives and Learner Outcomes

A. Teacher Goals (General Statements)

B. Learner (Behavioral) Objectives

C. Learner Outcomes

Exhibit C_5
(Page 3)

II. General Information

A. Definition of Terms

B. Vocabulary

III. Occupational Information, Description and Listings

A. General description (include necessary background information)

B. Job entry and preparation

C. General requirements

D. Working conditions and benefits

E. Occupational listings

IV. Motivational Activities

V. Research and Study Activities

VI. Subject Content Tie-In Activities

A. Language Arts

B. Math

C. Science

D. Social Studies

E. Other Subject Areas

VII. Suggested Hands-On Activities

VIII. Suggested Resource Persons

IX. Suggested Field Trip Sites

X. Suggested Role Playing Activities

XI. Suggested Guidance Activities

XII. Follow-Up Activities

XIII. Materials, Supplies and Equipment

XIV. Evaluation

A. Self Evaluation

B. Student Observations

C. Written Evaluation (Pre Post Test)

XV. Resource Materials and Bibliography

A. Resource Materials (Filmstrips, 16 mm Films, Mutli-Media Kits, Etc.)

B. Bibliography

Exhibit D_1

EDUCATION SERVICE CENTER
CURRICULUM TOPICS

GRADE LEVEL	CURRICULUM TOPIC
1. K - 1	Careers in Food Services
2. K - 1	The School
3. K - 2	The Post Office
4. K - 2	What Does My Family Do All Day?
5. K - 3	Plants
6. K - 3	Community Helpers
7. K - 3	Dentistry
8. 3	Introduction to the Restaurant
9. 3	Transportation: The Trucking Industry
10. 4	Banking
11. 4, 5 & 6	Conservation: Environmental Careers
12. 4, 5 & 6	Animals (Birds, Reptiles, Amphibians, Mammals, Fish)
13. 4, 5 & 6	Botany: Plant and Environmental Careers
14. 4, 5 & 6	Leisure and Sports
15. 5 & 6	Construction: Careers in Building
16. 5 & 6	Television: Careers in Communication
17. 5 & 6	Newspaper: Careers in Mass Media
18. 5	Protective Services
19. 5	Semi-Skilled Services
20. 7	Careers in Science - How Scientists Work (Investigations)
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22. 7 & 8	Communication Skills and Career Education
23. 7 - 9	Is a Career in Commercial Art for Me?
24. 7 - 12	French
25. 7 - 12	Spanish
26. 8 & 9	Are Metrics in Careers?
27. 9	Careers in Math (percentages)
28. 9	Careers in Music

ADDITIONAL CURRICULUM RESOURCES

- Occupational Outlook Handbooks
- Comprehensive Career Education Materials from: Cobb County, Georgia
  Washington County, Maryland
  West Georgia College

- Education Service Center Media Catalog
- Education Service Center Guidance Library Catalog
- Education Service Center Special Education Instructional Materials Catalog

Exhibit D_2

CAREER ORIENTED EDUCATION

CURRICULUM INFUSION FORMAT

INTRODUCTION

A brief one (1) or two (2) paragraph statement that explains the curriculum topic and its outcomes.

I. Goals, Objectives and Learner Outcomes

A. Teacher Goals (General Statements)

Written starting with the word "to", these goals explain what the teacher hopes to accomplish with the student.

Example: To expand the student's attitudes about the work community and his relation to it.

B. Learner (Behavioral) Objectives

These objectives are a statement of measurable student behaviors.

Example: The student will be able to list a minimum of ten (10) workers whose jobs are directly related to the building construction industry.

C. Learner Outcomes

These are derived from the Texas Education Agency document Basic Learner Outcomes for Career Education which lists 177 learner outcomes that attempt to define career education in terms of the skills and characteristics a 17 year old high school student should have in order to successfully enter and participate in the world of work. These 177 outcomes are grouped under 9 basic categories which can be traced back to specific elements of the Goals for Public School Education in Texas.

Schools and individual teachers determine which learner outcomes are relative to specific grade levels by ranking the instructional needs of students within the 9 basic categories that are important to successful career development

II. General Information

A. Definition of Terms

Defined under this heading are those key terms that are used.

Example: Construction: The act or process of constructing; the business or work of building.

B. Vocabulary

Vocabulary terms that relate to the topic of study are suggested here.

Example: Floor Plan, Labor Union, Blueprint

III. Occupational Information and Description

Job Facts: Information students and teachers can find out from each worker studied. This information can be found by researching in the Occupational Outlook Handbook, the Dictionary of Occupational Titles, occupational briefs, library sources, or by interviewing and observing.

Example: A. General Description

B. Job entry

C. General requirements

D. Working conditions and benefits

E. Occupational listings

IV. Motivational Activities

These include methods, activities and materials, used to motivate the student and interest him in the topic.

Example: Take the class on a field trip to a construction site in the neighborhood.

Show appropriate films.

Make a bulletin board display.

Display books and materials.

Involve students in planning the topic and selecting one (1) area to investigate.

Collect floor plans and blueprints.

V. Research and Study Activities

These activities are designed to stimulate student interest and to relate the topic more closely to individual needs and interests. Through these activities, students and teacher investigate work roles, job characteristics, duties, etc.

Example: Give an interest inventory or pretest.

Do research projects on interest areas.

Discuss high costs of large equipment.

Make vocabulary and occupational listing charts.

Involve students in planning a topic and have them select one area to investigate.

Discuss job characteristics and personal qualifications.

VI. Subject Content Tie-In Activities

These suggestions are for activities that can relate subject content to the topic and show the applications of subject content to the work roles discussed.

A. Language Arts

Example· Make telephone calls into the community to obtain information.

Make oral reports.

Role play occupations.

B. Math

Example: Compute prices of materials in making "bids".

Draw floor plans to scale.

Discuss applications of math skills to construction industry.

C. Science

Example: Discuss applications of scientific knowledge to the building trades.

Talk about materials and their properties.

Study tools and equipment.

D. Social Studies

Example: Define the terms, labor union and collective bargaining.

Compare and contrast modern construction materials and methods with those used long ago.

E. Other Subject Areas

Example: Art - Make a mural of building activities.

VII. Hands-on Activities

Plan activities that help to stimulate characteristics of work role duties as closely as is possible.

Example: Divide into construction companies, select a project, price materials and prepare "bids".

Make question and answer boards from plywood.

Build models of house plans.

Plan and construct playground equipment.

VIII. Resource Persons

The purpose of using resource people from the community is to: promote community involvement within the educational process; help close the "credibility gap" between the school and the community; provide students opportunities to consider how workers feel: and provide opportunities for students to experience personal interaction with adults.

IX. Field Trips

The purpose of conducting field trips is to· demonstrate the interrelation of the school and community; promote community involvement within the educational process· provide an opportunity for students to see "real" people using classroom subject matter skills and concepts in work roles; and provide an opportunity for students to "feel" work settings.

X. Role Playing

Role playing activities are those activities in which students participate in simulated work situations, utilize occupational characteristics, and experience a number of work roles.

XI. Guidance

Guidance services should be available to all students because of the vital function it has in a Career Education Program. Guidance activities provide for· opportunities for social interaction and decision making; assessment of individual contributions and feelings; students to discuss feelings experienced as a result of role playing and other career education activities and the encouragement of students to assess their likes, dislikes, strengths, and weaknesses in terms of career choice and decision making.

XII. Follow-up Activities

These are used after the topic has been presented to help reinforce what was learned.

Example: Display projects and materials.

Use vocabulary and spelling words in spelling games.

XIII. Materials, Supplies and Equipment

Suggest the items that might best be utilized in the topic activities.

Example:	poster paper	magic markers
	rulers	construction paper
	square	crayons

XIV. Evaluation

A. Self-evaluation

This section assesses the effectiveness of the teacher's planning, utilizing methods and materials, etc.

Example: Did I maintain a classroom atmosphere conducive to learning?

Did I generate the maximum level of interest and participation?

Did I program activities so as to individualize instruction?

B. Observations of the Student

Included here are suggestions for general observation of behavior.

Example: Observe the student's use of communication skills.

Observe for evidence of individual research and task completion.

C. Written Evaluation (Pre-Posttest)

Example: Name ten (10) jobs you can think of in the construction industry.

Describe the duties of each.

(Refer to Behavioral Objectives)

XV. Resource Materials and Bibliography

A. List books, pamphlets, periodicals, briefs, booklets, audio-visual and other materials which are used for research purposes and topic development.

B. Include addresses of additional sources of information and materials to which students and teachers can write or refer to.

Exhibit D_3

CAREER EDUCATION CURRICULUM INFUSION
TOPIC GENERATION ACTIVITY
(197__, 197__)

SUBJECT_____ _____TEACHER'S NAME

GRADE LEVEL_____ ROOM NUMBER_____ _____CAMPUS NAME

Topics (skills, chapter titles, concepts, unit of work) taught in my classroom during the school year include: (Use textbook or teacher's guide)

Topic	Approx. Date month/period	Individual Rank For Infusion	Rank Value (Team) *
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

(#1 = 10 points)
(#2 = 9 points)
(#3 = 8 points)
(#4 = 7 points)
(#5 = 6 points)
(#6 = 5 points)
(#7 = 4 points)
(#8 = 3 points)
(#9 = 2 points)
(#10= 1 point)

I (or our team) will develop _____of these topics and implement
(number)
them in my/our classroom(s) prior to the end of the current school year.

_____
Teacher's signature

Exhibit D_4

_____INDEPENDENT SCHOOL DISTRICT
CAREER ORIENTED EDUCATION

COMMUNITY RESOURCE FILE QUESTIONNAIRE

In its efforts to offer the best education possible to all the children of the district, the _____school system is involved in many innovative and exciting programs. One such project is the Career Oriented Education Program, which is designed to introduce the student to career opportunities in the community, to illustrate the interdependence of school subjects to each other and to work community, and to involve every student more completely in the planning and implementation of his own education.

Parental and community involvement are two (2) vital elements in the Career Oriented approach to total education. Your response to the following questionnaire would be especially helpful in making program activities successful.

STUDENT'S NAME_____ SCHOOL_____

TEACHER'S NAME_____ GRADE LEVEL_____

FATHER'S NAME_____ MOTHER'S NAME_____

HOME ADDRESS_____ HOME PHONE_____

FATHER'S WORK ADDRESS_____ WORK PHONE_____

_____

MOTHER'S WORK ADDRESS_____ WORK PHONE_____

_____

A. Name and description of Father's occupation:_____

_____

Name and description of Mother's occupation:_____

_____

B. Would you be willing to come to the school as a resource person to explain some of the characteristics, duties and responsibilites of your occupation: Father: Yes____ No____ Mother: Yes____ No____

C. Do you have slides, films or collections that you would share and discuss with students? Father: Yes____ No____ Mother: Yes____ No____

D. Would you be available to assist your child's teacher on a field trip?
Father: Yes____ No____ Mother: Yes____ No____

E. Could you arrange for students to tour the facilities where you work?
Father: Yes____ No____ Mother: Yes____ No____

Exhibit D5

CURRICULUM INFUSION RECORD FORM

_____ I.S.D.

197__-197___

Subject area(s)_____

Teacher's Name_____

Campus Name_____

Circle appropriate grade level(s): K-2 3-4 5-6 7-8 9-10 11-12

	Topic Infused	Date Completed	Date Used	Effectiveness (Fair, Good, Excellent)	Recommended Usd (cont.,revise,discont.)	Date turned in to Coordinator
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Exhibit D6

GUIDANCE LIBRARY

CATALOG

VOLUME I

1974

RESOURCE CENTER

MATERIALS LENDING LIBRARY

EDUCATION SERVICE CENTER REGION XVII

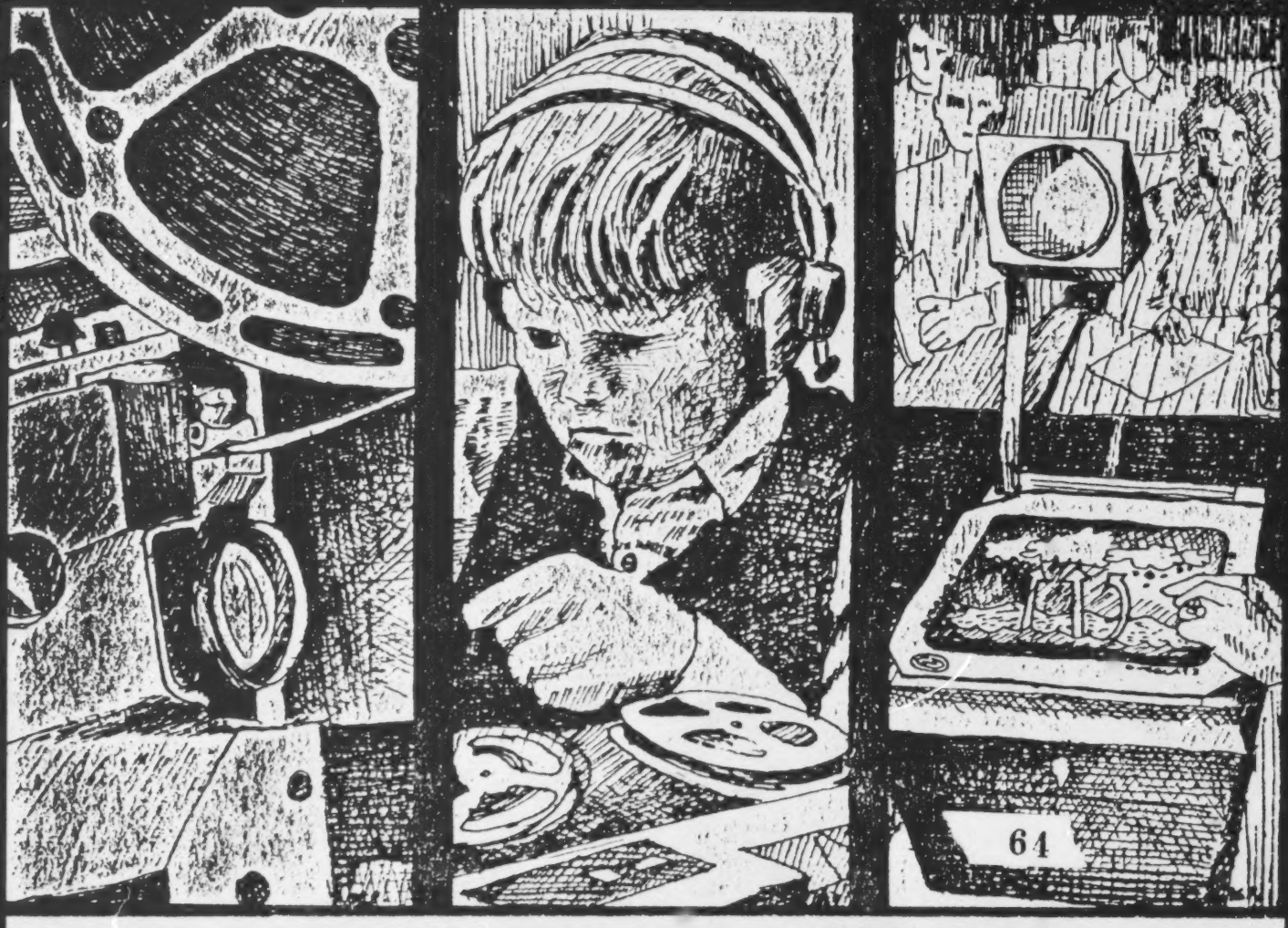
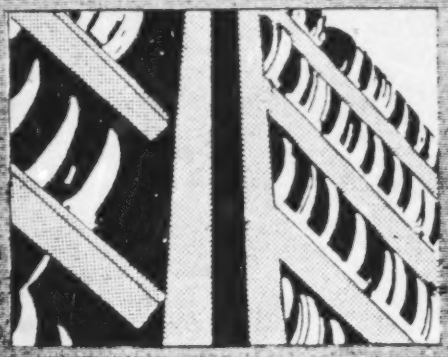


Exhibit D6

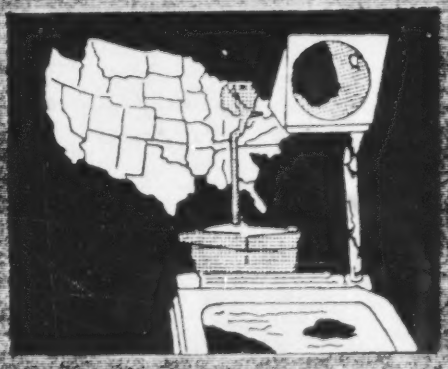
Educational Media Catalog

Volume III 1974



FILMS

AUDIO TAPES



TRANSPARENCIES

Media Division
REGION XVII

Supplement 1975

EDUCATION SERVICE CENTER REGION XVII

Exhibit D_6

VOLUME III
1974

EDUCATION SERVICE CENTER
REGION XVII

INSTRUMENT # 3

SCHOOL DISTRICT SUMMARY OF CAREER EDUCATION LEARNER OUTCOME NEEDS ASSESSMENT INFORMATION

Exhibit E1

PRIORITY RANKING OF CAREER EDUCATION LEARNER OUTCOME CATEGORIES BY GRADE LEVELS									
Grade Levels	Career Planning	Career Info.	Job Acq.	Att. and Apprec.	Skills in Hum. Rel.	Self - Inv. and Eval.	Per/Work Soc. Resp.	Economic Factors	Ed./Career Opp. Rel.
K - 2									
3 & 4									
5 & 6									
7 & 8									
9 & 10									
11 & 12									
K-12 Category Totals									
K-12 priority rankings (1-9) by category									

Exhibit E 2

SCOPE AND SEQUENCE
(BY TOPICS)

Circle appropriate grade levels:

K-2 3-4 5-6 7-8 9-10 11-12

TOPIC	LEARNER OUTCOME CATEGORIES								
	Career Planning	Career Info.	Job. Acq.	Att. and Apprec.	Skills in Hum. Rel.	Self-Inv. and Eval.	Per/Work Soc.Resp.	Economic Factors	Ed./Care Opp. Re

Exhibit F_1

EDUCATION SERVICE CENTER - REGION XVII
CAREER ORIENTED EDUCATION
MANAGEMENT/IMPLEMENTATION TEAM AND TEACHER TRAINING

SELF-RATING CHECKLIST

Social Security Number: _____ Date: _____

School District: _____

- - - -

1: Very Inadequate -- I don't understand this activity, and retraining is needed in this activity before I can perform.

2: Not Adequate -- I have major questions and/or reservations about this activity. Assistance is probably needed.

3: Adequate -- I can perform reasonably well with this activity. Assistance with this activity is not needed.

4. Very Adequate -- I have no reservations about my performance in this activity.

MAJOR TRAINING ACTIVITIES

Assess Individual Progress in Each Training Activity by Checking the Appropriate Rating Scale to the Right	Very Inadequate 1	Not Adequate 2	Adequate 3	Very Adequate 4
Section A: Orientation & Overview				
Section B: Career Oriented Education Component				
Section C: Occupational Resources				
Section D: Utilizing Resource Persons				
Section E: Effective Use of Field Trips				
Section F: Student Needs Assessment				
Section G: Curriculum Infusion Format				
Section H: Career Oriented Education Implementation				
Section I: Sharing (Feedback Session)				
Section J: Resources & Materials				
Section K: Community Resource Handbook				
Section L: Curriculum Development Overview				
Section M: Objectives Writing				
Section N: Documentation of Curriculum Topic Topics				
Section O: Comprehensive Curriculum Writing				
--- Model Description Package				

Comments: _____

(Continue on reverse)

Exhibit F_2

Education Service Center - Region XVII

CAREER EDUCATION STAFF INVENTORY

Personal Data:

Date of Birth_____ Sex_____ Teaching Grade Level_____

Total Years of Teaching Experience_____

Telephone Number_____

Major part of childhood spent in Rural_____ Urban_____ Rural-Urban_____

Marital Status: Married_____ Single_____ Divorced_____

Undergraduate Major_____ Minor_____

Graduate Major_____ Minor_____

Directions:

Mark each statement in the left margin according to how you agree or disagree with it. The best answer to each statement is your personal opinion. Please answer every item. Circle A, a, d, or D.

A: I agree very much
a: I agree a little
d: I disagree a little
D: I disagree very much

A a d D 1. Most communities cannot provide opportunities for students to have work experience.

A a d D 2. Instruction should be established on the basis of student career interests.

A a d D 3. Most people just don't know what's good for them.

A a d D 4. Most people in the community lack the knowledge and teaching experience necessary to make a meaningful contribution to classes.

A a d D 5. Allowing students to spend time away from school during the day for work experience results in more problems than benefits.

A a d D 6. Students would benefit from more information on programs offered by Area Vocational Technical Schools.

A a d D 7. Since more and more students are going to college, college preparatory subjects should be stressed more heavily in school.

A a d D 8. Students do not become interested in occupations until high school years.

A a d D 9. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all".

A a d D 10. Most schools provide students with ample occupational information for career planning.

A a d D 11. Instruction in preparation for careers is more easily accommodated in large class groups.

A a d D 12. Placement in jobs is a responsibility of the school for all students.

A a d D 13. Students should select an occupation in the elementary grades and pursue it through their school years.

A a d D 14. Most schools will need special funding to implement "career education".

A a d D 15. Choosing appropriate career goals is a natural outgrowth of the student's school program.

A a d D 16. The main thing in life is for a person to want to do something important.

A a d D 17. Most of the ideas which get printed nowadays aren't worth the paper they are on.

A a d D 18. Because the school is best suited to do the job, the community should not be involved in helping students prepare for occupations.

A a d D 19. Business people have neither the time nor the inclination to make career-related presentations to school classes.

A a d D 20. The training of youth for occupations is more the responsibility of trade schools than public elementary and secondary schools.

A a d D 21. Effective career education will require little changes in teachers' methods of instruction.

A a d D 22. Of all the different philosophies which exist, there is probably only one which is correct.

A a d D 23. Career information should be provided to all students regardless of career goals.

A a d D 24. Generally, teachers do not have enough time to relate careers to what they teach.

A a d D 25. Most schools are not doing an adequate job of preparing students for the world of work.

A a d D 26. A group which tolerates too much difference of opinion among its own members cannot exist for long.

A a d D 27. Descriptive occupational brochures are the best means of providing students with information for making career choices.

A a d D 28. Career development begins in early childhood.

A a d D 29. Career education should not be implemented at the cost of curricula revisions.

A a d D 30. Preparation for life should center on learning academic subjects.

A a d D 31. In the long-run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

A a d D 32. Class size has little bearing on the implementation of career education.

A a d D 33. Since students have a lifetime to prepare for work, they should spend their school time on academic subjects.

A a d D 34. It is often desirable to reserve judgement about what is going on until one has had a chance to hear the opinions of those one respects.

A a d D 35. Teachers are keenly aware of the career opportunities in their community.

A a d D 36. Since automation is changing the world of work so rapidly, students will need only a general education.

Exhibit F_3

Education Service Center - Region XVII

CAREER ORIENTED EDUCATION

PROJECT SITE SURVEY

School District: _____

Superintendent's Signature: _____

Your school district and the Education Service Center - Region XVII entered into a Management/Implementation Model for Career Oriented Education. As part of the program evaluation, your responses and/or suggestions relating to the following statements are requested: (please circle the appropriate rating)

1. In your opinion, to what extent is/was the Career Oriented Education Management/Implementation model suitable for schools in Region XVII?

1	2	3	4	5
Not Suitable		Moderately Suitable		Very Suitable

Comments: _____

_____

2. To what extent was appropriate information concerning the Management/Implementation Model made available to your school?

(a) Prior to installation of the project?

1	2	3	4	5
Little or No Information		Adequate Information		More Than Adequate Information

Comments: _____

_____

(b) During the initial installation of the program?

1	2	3	4	5
Little or No Information		Adequate Information		More Than Adequate Information

Comments: _____

_____

(c) On-going throughout the operation of the program?

1	2	3	4	5
Little or No Information		Adequate Information		More Than Adequate Information

Comments: _____

_____

3. To what extent were suitable materials provided by the Education Service Center?

1	2	3	4	5
Little or No Materials Provided		Adequate		More Than Adequate

Comments: _____

_____

4. To what extent were consultant services from Region XVII of benefit to you?

1	2	3	4	5
Of No Help	Some Help	Adequate Help		Very Helpful

Comments: _____

_____

5. To what extent do the instructional and/or staff materials used in the program affect the potential for adoption of the Career Oriented Education Management/Implementation model by other districts?

1	2	3	4	5
Greatly Decreases Chances for Adoption		Insignificant Factor on Adoption		Greatly Increases Chances for Adoption

Comments:_____

_____

6. To what extent do the types, amount, and cost for instructional materials affect the potential for adoption of the Career Oriented Education Management/Implementation model school districts?

1	2	3	4	5
Greatly Decreases Chances for Adoption		Insignificant Factor on Adoption		Greatly Increases Chances for Adoption

Comments:_____

_____

7. To what extent does the requirement for special equipment affect the potential for adoption of the Career Oriented Education Management/Implementation model by other school districts?

1	2	3	4	5
Too Much Special Equipment Needed		Some Special Equipment Needed		No Special Equipment Needed

Comments:_____

_____

8. To what extent does the need for unique facilities affect the potential for adoption of the Career Oriented Education Management/Implementation model by other school districts?

1	2	3	4	5
Too Many Unique Facilities Needed		Some Unique Facilities Needed		No Unique Facilities Needed

Comments:_____

_____

9. To what extent does the cost and/or time for staff training affect the potential for adoption of the Career Oriented Education Management/ Implementation model by other school districts ?

1	2	3	4	5
High Cost and/or Time		Moderate Cost and/or Time		Cost and/or Time Not Significant

Comments:_____

_____

10. To what extent is the support of lay citiznes of the community for this program ?

1	2	3	4	5
Little or No Support		Moderate Support		Wide Support

Comments:_____

_____

11. To what extent has your district's participation in the program been of assistance in relating existing curriculum to the world of work ?

1	2	3	4	5
Little or No Assistance		Moderate Assistance		Much Assistance

Comments:_____

_____

12. To what extent do you view the degree of overall success of the program ?

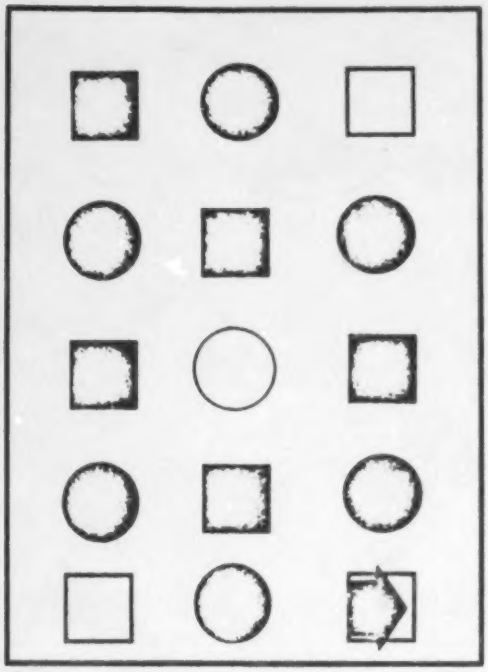
1	2	3	4	5
Little or No Success		Moderate Success		Highly Successful

Comments:_____

_____

Exhibit F_4

Booklet: 81a



ECONOMIC FACTORS INFLUENCING CAREER OPPORTUNITY

DEVELOPMENTAL EDITION

Texas Career Education Series

Prepared by Westinghouse Learning Corporation

for

Partners in Career Education
and the
Texas Education Agency

STUDENT NAME _____

Exhibit F_5

Education Service Center - Region XVII

CAREER ORIENTED EDUCATION

(Elementary Student Form)

NAME_____

TEACHER_____

GRADE_____ SCHOOL_____

SEX_____ Answer YES or NO to the following questions:

Yes	No		
___	___	1.	DO YOU THINK THERE ARE SOME JOBS THAT ARE NOT IMPORTANT?
___	___	2.	COULD MOST PEOPLE DO WELL IN MORE THAN ONE DIFFERENT JOB?
___	___	3.	DOES BEING A GIRL MAKE A DIFFERENCE IN PICKING A JOB?
___	___	4.	WILL THE SAME JOBS BE AVAILABLE WHEN YOU FINISH SCHOOL AS THERE ARE NOW?
___	___	5.	DOES A PERSON'S SIZE MAKE A DIFFERENCE IN WHAT JOB HE CHOOSES?
___	___	6.	DOES HOW WELL YOU DO IN SCHOOL MAKE A DIFFERENCE IN WHAT JOB YOU CAN CHOOSE?
___	___	7.	WILL THE JOB YOU CHOOSE MAKE A DIFFERENCE IN HOW MUCH FREE TIME YOU HAVE?
___	___	8.	CAN YOUR HOBBIES HELP YOU CHOOSE A JOB?
___	___	9.	DO YOU HAVE TO GO TO COLLEGE TO BE READY FOR A JOB?
___	___	10.	DOES EVERY JOB HAVE ITS BAD POINTS?
___	___	11.	DO YOU FEEL YOU SHOULD BE ABLE TO CHOOSE YOUR OWN JOB?

PLEASE COMPLETE THE FOLLOWING TASKS:

TELL ME 3 THINGS YOU ARE INTERESTED IN.
1)._____ 2)._____ 3)._____

TELL ME 3 JOBS YOU WOULD LIKE TO DO.
1)._____ 2)._____ 3)._____

NAME AS MANY JOBS AS YOU CAN IN ONE MINUTE.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

GIVE ME 3 REASONS WHY PEOPLE WORK

1)._____

"B"

2)._____

3)._____

Exhibit F6

FORM A-1

Attitude Scale

cmi

CAREER MATURITY INVENTORY

John O. Crites, Ph.D.

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Exhibit F_6
(Page 2)

Form A-1

Competence Test

Research Edition

123-1

EDUCATION SERVICE CENTER
REGION XVII

CMI

CAREER MATURITY INVENTORY

John O. Crites, Ph.D.

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Exhibit F_7

FACULTY NEEDS ASSESSMENT INVENTORY
(OPTIONAL)

School District: _____

1. In your own words, define career education as you would describe the concept to a parent of one of your students.

2. During the last 12 months have you done the following? Circle One

   a. Attended one or more planning meetings on career education? Yes No

   b. Attended one or more workshops at least 4 hours long on career education? Yes No

   c. Used special curriculum materials in the classroom that stressed Career Education? Yes No

   d. Developed curriculum materials that stressed Career Education? Yes No

3. What would you like to see as your school's involvement in career education? Circle One

   a. total b. a great deal c. some d. a little e. none

4. Your school is currently teaching career education: Circle One

   a. as a separate class.

   b. as a part of each subject matter area.

   c. as each teacher sees it's needed.

5. On each characteristic below, describe the student that you would see benefiting most from career education (example--Female - Elementary, etc.):

   Check all as appropriate

   a. Male_____Female_____

   b. Elementary Student_____Jr. High Student_____High School Student_____

c. Academically oriented_____Vocationally oriented_____

d. From a "blue collar" (Skilled, unskilled) family_____

From a "white collar" (office, business, or professional) family_____

e. From the Anglo ethnic group_____

From one of the minority ethnic groups_____

6. The major emphasis in career education is toward:

a. Vocational education
b. College bound students
c. Special students
d. All students

7. Approximately what per cent of Texas' student population drops out of formal education each year?

a. 5%
b. 44%
c. 20%
d. 13%

8. The emphasis of career education in the elementary school is one of:

a. Awareness
b. Exploration
c. Experimentation
d. Preparation

9. In this decade approximately what per cent of the jobs will require a college education?

a. 50%
b. 5%
c. 75%
d. 20%

10. What model of career education does Texas emphasize?

a. Community-home based model
b. School based model
c. Rural-residential model
d. Employer based model

11. The emphasis of career education in the junior high school is on:

a. Awareness
b. Orientation
c. Exploration
d. Preparation

12. Emphasis in high school in career education is on:

a. Awareness
b. Orientation
c. Exploration
d. Preparation

TRUE or FALSE (T-F)

___ 13. American schools are producing many youngsters who qualify neither for a job nor for college.

___ 14. Career education is just another term for vocational education.

___ 15. One of the main purposes of career education is to get students to make a fairly definite career choice in elementary or junior high.

___ 16. The best way to teach career education is by teaching it as a separate course at each grade level.

___ 17. In the schools, career education is the responsibility of only the teaching staff.

___ 18. The community should be involved in the career education process.

CIRCLE YOUR ANSWER

19. I personally (do, do not) believe that career education is needed in the public schools.

20. I believe that career education (does, does not) need to be taught in my school district.

21. I think that career education (will, will not) be a concept that will be a permanent part of the schools of the future.

Exhibit F 8

"t" Test Findings

Region XVII Career Education Projects

Instrument	(5) Project Schools 1973-74						(8) Project Schools 1974-75						Control Groups 1974-75					
	N	Mean Pre	Mean Post	t Value	P	Range of Scores	N	Mean Pre	Mean Post	t Value	P	Range of Scores	N	Mean Pre	Mean Post	t Value	P	Range of Scores
Elementary Student Form																		
(a) Items 1-11	651	6.50	6.88	3.855	.001	0-11	989	6.69	7.46	9.430	.001	0-11	46	7.28	7.20	.224	NS	0-21
(b) Tasks	651	13.12	15.11	8.485	.001	0-24	989	12.17	14.34	11.459	.001	0-12	46	13.50	14.61	1.546	NS	0-21
Career Maturity Inventory (CMI)																		
(a) Attitude Scale	889	31.82	32.67	2.943	.01	10-47	859	30.19	31.51	4.300	.001	7-47	58	32.0	32.48	.185	NS	18-43
(b) Competence Test	889	10.65	11.41	4.038	.01	0-19	859	10.64	11.39	3.594	.001	0-20	58	13.13	13.0	.170	NS	1-20
Teacher Inventory	143	84.78	88.12	3.272	.01	50-107	133	87.04	89.25	2.600	.01	62-102	0	NA	NA	NA	NA	NA

DEFINITIONS:

N: Number of Cases

Mean: Sum of Scores Divided by the Number of Scores

t Value: Ratio of Variability Between Measures of Two Groups, Based Upon Difference in Means

P: Significance Level or "NS" for Non-Significant

Range of Scores: Minimum Score to Maximum Score for All Schools on Pre Test

Exhibit G

NEWS

FROM ~~LEO LAMBERT~~ Inez Moore
DIRECTOR OF DISSEMINATION
REGION XVII EDUCATION SERVICE CENTER
~~812 CITIZENS TOWER~~ 700 Texas Commerce
LUBBOCK, TEXAS 79401 Bank Building
TELEPHONE 806-763-4127
~~HOME TELEPHONE 806-793-2767~~

TO: Brownfield News

DATE: September 12, 1974

During the 1972 - 73 school year the Brownfield School System initiated a concept in education that is now being used by 12 other schools in a region of 20 counties.

The concept known as career education is still considered a priority item in public schools across the nation. Superintendent W. O. Caraway and the Brownfield career education team, of which Jack Pinson is director, acted as pioneers for the region and on May 8, 1973 hosted an awareness conference for Region XVII. The purpose of the conference was for Brownfield to share activities of its pilot program and assist in planning for 1973 -74.

The main purpose of career education is to prepare young people for a productive and rewarding life. It helps them in their search for values in a work-oriented society and in integrating those values into their own life in such a way that work becomes meaningful and satisfying.

Sponsors of career education is the Education Service Center, Region XVII which serves 66 school districts in a 20-county area.

MORE

From the developmental model initiated by Brownfield, the Education Service Center began to form a network of schools; linked to the career education network this year are Floydada, Olton, Petersburg, Plains, Ralls, Shallowater and Sudan.

Joining Brownfield in the career education programs during 1973 - 74 were Denver City, Lorenzo, Meadow, Morton and Plainview.

The Brownfield career education team this year will serve as a resource team for Petersburg and will work with Dr. Bob Meisner of Kansas State University, the consultant. The Service Center will act as liaison.

Last year 166 teachers and 3680 students in Region XVII were involved in the program; this school year 174 teachers and 4475 students will be involved.

The three-to-five year goal of the Education Service Center, Region XVII is to assist all school districts in the region in implementing a career education program.

Exhibit G_2

EDUCATION SERVICE CENTER BROCHURE

(Handout)

Exhibit G_3

SAMPLE NEWSLETTER RELEASES

CAREER EDUCATION STILL PRIORITY PROGRAM

Region XVII continues to give top priority to career education. A management/implementation model developed by the Education Service Center will highlight the program this year; five additional schools will be added to the career education network.

Concerning the development of ESC's management/implementation model, Dr. Woodie Coleman, project director, reported that the model will be completed in early September. "Specific writing tasks are being performed and the mediated materials are being developed," he said.

The model will be used in training teams from schools forming the career education network, the director explained; schools new to the network will be trained in September.

PROGRAM DEFINED

The management model which involves long-range planning defines career education as a way of teaching, a new direction or emphasis for instruction; career education is not a course of study. It is a vehicle for making the teaching/learning process meaningful and important to all students and is divided into four phases: awareness, orientation, exploration and preparation.

Program components for career oriented education involves an infusion process which incorporates seven basic components at all grade levels: subject content tie-in, manipulative hands-on activities, resource persons,

field trips, role playing, guidance and career information.

The model gives curriculum examples and topics with suggested infusion format.

FIVE JOIN NETWORK TO BEGIN TRAINING

Five schools have joined the career education network, and a date has been set for the first phase of team training.

Schools joining the 14 now in the network are Abernathy, Borden County, Hale Center, Jayton and Motley County ISD.

A training institute for the new schools has been scheduled for September 23-24, 1975 in the Arnett Room, second floor, Texas Commerce Bank Building. Times are from 9 a.m. to 4:30 to first day, and 9 to 4 the second day.

Attending the institute will be a management/implementation team from each school; each school superintendent will serve as chairman of his team.

After the training sessions, the local management/implementation team will begin planning total staff inservice, which will be conducted by the team.

Additional information may be obtained from Dr. Woodie Coleman, project director.